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ABSTRACT

This publication presents the family literacy program performance standards for which all Pennsylvania family literacy programs (both Pennsylvania Adult Basic and Family Literacy Education Act 143 and Even Start) will be held accountable. It begins with an implementation plan that discusses the legislative background of the performance standards and then provides a very broad description of their implementation. The performance standards are divided into five parts. Each part consists of 2-15 performance standards comprised of a performance indicator and a measure. The groups of performance standards are administrative performance (2 performance standards); program performance--process (15); program performance--adult learning (7); program performance--children's learning (2); and program performance--parent-child literacy activities (2). (YLB)

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Pennsylvania Family Literacy Program Performance Standards

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Pennsylvania's family literacy programs address the literacy needs of all members of the family while promoting parents' involvement in their children's education as their first and most important influence on their academic success. These programs improve educational opportunities of eligible families by integrating childhood education and adult education in a unified program and build on existing community resources to implement and maintain local educational partnerships for family learning.

Pennsylvania Department of Education
August 2002

CE 084 514

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PENNSYLVANIA FAMILY LITERACY PROGRAM PERFORMANCE STANDARDS

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IMPLEMENTATION PLAN

LEGISLATIVE BACKGROUND:

The legislative guide for the Adult Basic and Literacy Education (ABLE) Program Performance Standards is the federal National Reporting System, which requires state programs to implement accountability provisions of Title II of the Workforce Investment Act. Section 9 of the Pennsylvania Adult Basic and Family Literacy Education Act 143 requires that adult and family literacy providers report the same information as is required by federally funded programs.

The main legislative guide for the family literacy Program Performance Standards is the Even Start Family Literacy Program Statute, as amended by the Literacy Involves Families Together (LIFT) Act. Section 1210 of the Even Start law requires that states develop Performance Indicators based on the best available research and evaluation data and use them to monitor, evaluate, and improve family literacy programs within the state. Section 1210 defines those "performance indicators" in terms of specific outcomes for adults and children, and encourages State Education Agencies to include other outcomes as well.

Section 1210 of the Even Start law requires states to develop performance indicators ("performance standards") for adults and children, as follows:

For adult learning, there are expectations about performance related to:

- Achievement in reading, writing, English language acquisition, problem solving, and numeracy, and
- Entry into postsecondary education, job training program, or employment or career advancement, including the military, and
- Receipt of a high school diploma or general equivalency diploma.

For children's learning, there are expectations about performance related to:

- Improvement in ability to read on grade level or reading readiness, and
- School attendance, and
- Grade retention and promotion.

Note: For parents, the state may develop optional standards that indicate enhanced parenting.

GENERAL DESCRIPTION: To support Pennsylvania's family literacy accountability system, all of Pennsylvania's family literacy programs (both Act 143 and Even Start) will be held accountable for the established Program Performance Standards. The continuation of family literacy projects will be directly linked to their progress in meeting the Standards. The Standards will better enable the Bureau to make funding decisions regarding continuation, and give priority in funding to those programs that retain participants (families, adults and children) long enough to make substantial strides in reaching their educational and economic goals.

All programs will receive training in the use of the Standards during regional professional development activities. Programs will be monitored, evaluated and funded based upon their progress in meeting all Administrative and Performance Standards. Programs that fail to comply with the Standards will receive technical assistance.

PERFORMANCE STANDARDS

PART ONE: ADMINISTRATIVE PERFORMANCE

1.1 Administrative Reporting: Each family literacy program provider will submit 100% of the reports required by the grant contract and/or the ABLE grant Applications Procedures and Program Guidelines and Annexes on time. These include the following:

Report	Medium	Destination	*Deadline
Even Start National Evaluation Report	ESPIRS	Fu Associates	July 15
Summer Reading Program Report (For previous PY June services)	Hard Copy	ISAL	July 31
Final Family Literacy Data Report	e-data	ISAL	July 31
End of Year School Year Progress Report	Hard Copy	ISAL	July 31
Parent-Child Literacy Checklist Activities Revised Form A	Hard Copy	ISAL	July 31
Parent-Child Literacy Checklist Activities Revised Form B	Hard Copy	ISAL	July 31
Even Start Local Evaluation	Hard Copy	Bureau	Sep. 15
Summer Reading Program Report (For current PY July & Aug services)	Hard Copy	ISAL	Sep. 30
Final Expenditure Report	Hard Copy	Bureau	Sep. 30
Mid-Term Family Literacy Data Report	E-data	ISAL	Jan. 31
Parent-Child Literacy Checklist Activities Revised Form A	Hard Copy	ISAL	Jan. 31

*If deadline date falls on a Saturday or Sunday, the deadline is the following Monday.

Measure: *The number of required reports submitted on time divided by the number of reports required by the ABLE Applications Procedures and Program Guidelines and Annexes, multiplied by 100.*

1.2 Enrollment: Each family literacy program provider will enroll a minimum of (95%) of the families contracted for in the approved contract. Enrolled is defined as follows:

A family will achieve enrolled status after receiving services in all components according to the following guidelines:

- **ADULT EDUCATION:** At least one adult accumulates a minimum of twelve (12) hours of adult education; and
- **PARENTING EDUCATION:** At least one parent accumulates a minimum of one (1) hour of parenting education instruction; and
- **PARENT AND CHILD TOGETHER TIME (PACT):** At least one parent and one child accumulate a minimum of three (3) hours of PACT; and
- **EARLY CHILDHOOD EDUCATION:** At least one preschool child (ages 3 – 5 or older if not enrolled in compulsory schooling) accumulates a minimum of 12 hours of early childhood education instruction.

Note: For enrolled status purposes, for families who have *only* children ages birth to age 3 and/or children enrolled in kindergarten to third grade, their Early Childhood Component hours are defined through participation in a minimum of three hours of PACT.

Measure: *The number of families achieving enrolled status divided by the total number of families contracted.*

PART TWO: PROGRAM PERFORMANCE (PROCESS)

Retention

2.1 Adult Education: In each family literacy program provider, adults in families that have reached enrolled status will receive an average of 50 hours of instruction in adult education during the program year.

Measure: *In each family literacy program, the number of hours of adult education instruction received by adults in families that have reached enrolled status divided by the total number of adults in families that have reached enrolled status during the program year.*

2.2 Parenting Education: In each family literacy program, parents in families that have reached enrolled status will receive an average of 25 hours of parenting education instruction during the program year.

Measure: *In each family literacy program, the number of hours of parent education instruction received by parents in families that have reached enrolled status divided by the total number of parents in families that have reached the enrolled status during the program year.*

2.3 PACT: In each family literacy program, families that have reached enrolled status will participate an average of 35 hours in PACT instruction during the program year.

Measure: *In each family literacy program, the number of hours of PACT instruction received by families that have reached enrolled status divided by the total number of families that have reached the enrolled status during the program year.*

2.4 Early Childhood Education: In each family literacy program, pre-school children (ages 3 – 5, or older if not enrolled in kindergarten) in families that have reached enrolled status will participate an average of 150 hours of early childhood instruction during the program year.

Measure: *In each family literacy program, the number of hours of early childhood instruction received by pre-school children (ages 3 – 5, or older if not enrolled in kindergarten to third grade in families that have reached enrolled status divided by the total number of pre-school children (ages 3 – 5, or older if not enrolled in kindergarten) in families that have reached enrolled status during the program year.*

2.5 School-Age Children—Attendance: 85% of children in families that have reached enrolled status, attending kindergarten to third grade, will have a maximum of three unexcused absences as reported by the End of the School Year Progress Report. (Pennsylvania School Code defines Excused and Unexcused Absences.)

Measure: *Number of school-age children in families that have reached enrolled status for whom End of the School Year Progress Reports indicate the maximum number of unexcused absences as three divided by the total number of children in families that have reached enrolled status for whom End of the School Year Progress Reports are submitted.*

2.6 Home Visits (Even Start only): In each Even Start family literacy program, families that have reached enrolled status will receive an average of seven (7) home visits during the program year.

Measure: *In each Even Start family literacy program, the number of home visits received by families that have reached enrolled status divided by the total number of families that have reached the enrolled status during the program year.*

Assessment

2.7 Adult Education (Pre-Test): Each family literacy program provider will submit a pretest score from an approved adult education assessment for a minimum of 95% of the adults in families that have achieved enrolled status during the program year.

Measure: *The number of adults in families that have reached enrolled status and for whom scores are submitted divided by the total number of adults in families that have reached enrolled status.*

2.8 Adult Education (Pre & Post Test): Each family literacy program provider will submit a validly matched pretest and post-test result from an approved adult education assessment for a minimum of 50% of adults in families that have reached enrolled status,

Measure: *The number of adults in families that have reached enrolled status for whom matched pretest and post-test scores from approved adult education assessments are submitted divided by the number of adults in families that have reached enrolled status.*

2.9 Preschool Children Pre-test (Time 1): Each family literacy program provider will submit a pretest (Time 1) score from an approved early childhood assessment instrument for a minimum of 70% of children in families that have reached enrolled status, are under the age of six and who are not in kindergarten during the program year. The approved early childhood assessments for Pennsylvania include the following: for children birth-age 3, the Early Learning Accomplishment Profile (ELAP) and the Infant and Toddler Child Observation Record (IT-COR); and for children age 3-5, the Learning Accomplishment Profile-Revised (LAP-R), the Work Sampling System (WSS), the Child Observation Record (COR), and *The Creative Curriculum Developmental Continuum.* (Note: For children who are six years of age and in pre-school, the COR or WSS should be used).

Measure: *The number of children in families that have reached enrolled status and under the age of six and not in kindergarten and for whom Time 1 scores are entered into e-data divided by the total number of children in families that have reached enrolled status and under the age of six and not in kindergarten.*

2.10 Preschool Children Pre & Post-test (Time 1 and Time 2): Each family literacy program provider will submit a validly matched pre-test (Time 1) and post-test (Time 2) result from an approved early childhood assessment for a minimum of 50% of children in families that have reached enrolled status, are under the age of six, and who are not in kindergarten during the program year. The approved early childhood assessments for Pennsylvania include the following: Birth-age 3 the Early Learning Accomplishment Profile (ELAP) and the Infant and Toddler Child Observation Record (IT-COR); and for children age 3-5, the Learning Accomplishment Profile-Revised (LAP-R), the Work Sampling System (WSS), the Child Observation Record (COR), and *The Creative Curriculum Developmental Continuum.* (Note: For children who are six years of age and in pre-school, the COR or WSS should be used).

Measure: *The number of children in families that have reached enrolled status and under the age of six who are not in kindergarten for whom matched pretest (Time 1) and post-test (Time 2) scores from approved early childhood assessments are entered into e-data divided by the number of children in families that have reached enrolled status and under the age of six not in kindergarten with a Time 1 assessment.*

2.11 Get-Ready-to-Read Pre-Test: In addition to the early childhood assessments covered in 2.9 And 2.10, each family literacy provider will submit a pre-test for a minimum 70% of children who are between 48-59 months old and are in families who have reached enrolled status, using the state approved, "Get-Ready-To-Read" screening tool for reading readiness.

Measure: *The number of children who are between 48-59 months old and in families that have reached enrolled status and for whom pre-test scores are entered into e-data divided by the total number of children who are between 48-59 months old and in families that have reached enrolled status.*

2.12 Get-Ready-to Ready Pre- and Post test: In addition to the early childhood assessments covered in 2.9 and 2.10, each family literacy provider will submit a validly matched pre-test and post-test result for a minimum 50% of children who are who are between 48-59 months old and are in families who have reached enrolled status, using the state approved, "Get-Ready-To-Read" screening tool for reading readiness.

Measure: *The number of children who are between 48-59 months old and in families that have reached enrolled status and for whom validly matched pre-test and post-test scores are entered into e-data divided by the total number of children who are between 48-59 months old and in families that have reached enrolled status with a Time 1 assessment.*

2.13 Pre-test (Revised Form A) for Parent Child Literacy Activities Checklist: Each family literacy program provider will submit a pre-test (Form A) of the Parent-Child Literacy Activities Checklist for a minimum of **95%** of the families that have reached enrolled status. (Form A is administered at intake with families or within 30 days after participation in the program begins.)

Measure: *The number of families that have reached enrolled status for whom a pre-test (Form A) of the Parent-Child Literacy Activities Checklist are submitted, divided by the number of families that have reached enrolled status.*

2.14 Parent-Child Literacy Activities Checklist (Form A and B) Pre- Post-test: Each family literacy program provider will submit matched pre- and post-tests (Form A and Form B) of the Parent-Child Literacy Activities Checklists for a minimum of 80% families that have reached enrolled status. (Form A is administered at intake with families or within 30 days after participation in the program begins. Form B is administered at the end of the fiscal year or when the family leaves the program).

Measure: *The number of families that have reached enrolled status for whom valid matched pretests and post-tests (Form A and Form B) are submitted divided by the number of families that have reached enrolled status who have a Form A Pre-test.*

2.15 End of School Year Progress Report for School-age Children: Each family literacy program provider will submit an End of School Year Progress Report completed by the child's primary teacher for a minimum of 60% of children in kindergarten to third grade who are in families that have reached enrolled status. (The End of the School Year Progress Report is to be completed by each child's primary teacher.)

Measure: *The number of school-age children who are in families that have reached enrolled status for whom End of the School Year Progress Reports are completed by the child's primary teacher and submitted, divided by the total number of school- age children who are in families that have reached enrolled status.*

PART THREE: PROGRAM PERFORMANCE (ADULT LEARNING)

3.1 Educational Gains: Individual student progress in basic skills or ESL must be assessed after at least 50 hours of instruction. Programs should follow the 50-hour post-test guideline; however, they may choose to test individual students outside of this parameter based on individual student circumstances and teacher discretion. The use of a standardized instrument with two forms; one for the pretest and one for the post-test must measure individual student progress. For the following instruments, the minimal average level of gains that a program's students are expected to achieve are:

a) TABE: increase in a scaled score of at least 34 points in reading or 41 points in total math; or
b) BEST: increase in a scaled score of at least 10 points on the section that is administered--10 points on the Oral Interview Section (Short Form B is not acceptable) or 10 points on the Literacy Skills Section; or
c) CASAS: increase in a scaled score of at least four points in reading or listening; or at least 5 points in math on CASAS Life Skills Survey Achievement Pre-Post Tests or the Employability Competency System Pre-Post Tests
d) The Woodcock Reading Mastery Test—Revised: an increase in a scaled score of 10 (scale) score points on the Total Reading Cluster-Full Scale
e) The Secondary Level English Proficiency Test: an increase of two scale score points on the Reading Comprehension subtest, or two scaled score points on the Listening Comprehension subtest.
f) The Wonderlic Basic Skills Test: an increase of 10 total (scale) score points on the Verbal Skills subtest, or 20 total (scale) score points on the Quantitative Skills subtest.

Measure: For each instrument used, calculate the difference between validly matched pretest and post-test scores, sum the differences, and divide sum by the number of validly matched pre and post-tests.

3.2 Alternative Reporting Standard for Completion of a Level: For students who registered between 12-50 hours of instruction and for whom no post-test is available, 25% will complete the Educational Functional Level** in which they scored on a pretest.

*** Documentation required.

This standard applies to programs that did not meet or exceed the Pre-Post Test Match standard (2.8) and did not have a validly matched pretest and post-test for at least 50% of its enrolled students in the previous program year.

Measure: Number of students with 12-50 hours of instruction, for whom no post-test is available and who completed the Educational Functioning Level in which they were pretested, divided by the number of students with 12-50 hours of instruction and for whom no post-test is available.

3.3 Completion of a Level for GED Students: For students enrolled in low adult secondary Educational Functioning Level and who have a goal of attaining a high school diploma or its equivalent, 23% will complete two additional subtests to total at least three passing subtest scores of the Official GED Practice Test or the GED Test itself.

***Measure**: Number of students enrolled in the low secondary Educational Functioning Level who have a goal of attaining a high school diploma or its equivalent and who pass at least three subtests of the official GED Practice Test or the GED Test itself divided by the total number of students enrolled in the low secondary Educational Functioning Level who have a goal of attaining a high school diploma or its equivalent.*

3.4 *GED Achievement: 35% of students enrolled at a low adult secondary or high adult secondary Educational Functioning Level with a goal of obtaining a high school diploma or its equivalent and who exit during the program year will earn a high school diploma or a recognized equivalent.

***Measure**: Number of students enrolled at a low or high adult secondary Educational Functioning Level with a goal of obtaining a high school diploma or its equivalent and who obtain that credential divided by the total number of learners enrolled at a low or high adult secondary Educational Functioning Level with a goal of obtaining a high school diploma or its equivalent.*

- *This standard for GED achievement will be calculated by a state-level data match procedure whereby the social security numbers of all adults who are enrolled at the low secondary or high secondary Educational Functioning Level and have a goal of obtaining a high school credential and who exited during the program year will be extracted from the database and will be matched to the statewide GED database to produce high school completion outcomes. Programs funded to assist students in obtaining a local high school diploma should continue to report the attainment of the diploma in E-data.*

3.5 *Placement in Unsubsidized Employment: 26% of students not employed at enrollment (and in the workforce) with a goal of obtaining employment will obtain unsubsidized employment.

***Measure:** The number of students with a recorded goal of obtaining employment who are not employed at entry and who obtain unsubsidized employment before the end of the first quarter after the program exit quarter divided by the total number of enrolled students not employed at entry and who have a goal of obtaining employment.*

** This standard will be calculated by a state-level data match procedure whereby the social security numbers of all adults who meet the above criteria related to employment status, goal, and exit date from E-data will be matched to the Unemployment Compensation database to produce employment outcomes.*

3.6 *Retention in Unsubsidized Employment: 27% of students who have a goal of retaining employment or advancing in employment will have retained unsubsidized employment in the third quarter after the program exit quarter.

Measure is calculated using two cohorts (or sets of learners):

Number of learners employed at program entry who have the goal of retaining or advancing in employment who retained unsubsidized employment in the third quarter after the program exit quarter divided by the number of students employed at program entry who have a goal of retaining or advancing employment.

PLUS

Number of students not employed at program entry who had the goal of obtaining employment, who subsequently obtained employment by the end of the first quarter after the program exit quarter, and remained employed in the third quarter after the program exit quarter divided by the number of students not employed at program entry who had the goal of obtaining employment, who subsequently obtained employment by the end of the first quarter after the exit quarter from the programs.

**This standard will be calculated by a state-level data match procedure whereby the social security numbers of all adults who meet the two sets of the above criteria related to employment status, goal, and exit date will be extracted from E-data and will be matched to the statewide Unemployment Compensation database to produce employment retention outcomes.*

3.7 *Placement in Postsecondary Education or Training: 12% of students who have a goal of advanced education or training and who exited during the program year will enroll in a postsecondary educational or occupational skills training program.

***Measure:** Number of students who have a recorded goal of advancing to postsecondary education or training that entered a postsecondary or occupational skills training program and who exited during the program year divided by the number of students who have a recorded goal of advancing to postsecondary education or training and who exited during the program year.*

**This standard will be calculated by a state administered survey of local programs. Social security numbers of students who have a goal of advancing to postsecondary or occupational skills training will be extracted from E-data and those students will be surveyed to determine if they have entered such programs.*

PART FOUR: PROGRAM PERFORMANCE (CHILDREN'S LEARNING)

Early Childhood (age 4): A reading readiness performance standard will be established after data is collected from the inaugural year of using the "Get-Read-to-Read" reading readiness screening tool for four-year olds.

4.1 School-Age Children—Reading on grade level: 60% of children, attending kindergarten to third grade who are in families that have reached enrolled status and were assessed by their teacher (i.e. the teacher did not mark "Unable to assess") on the End of the School Year Progress Report, will demonstrate proficient or advanced performance in reading as reported by the End of the School Year Progress Report. The language and terms of the End of the School Year Progress Report are consistent with Pennsylvania's Academic Standards from Pennsylvania Educational Law, Chapter 4.

- Increased proficiency in reading is to be assessed by standardized tests, portfolio, or observation by each child's primary teacher. Teachers assess achievement and report this and the type of assessment used. The following Pennsylvania Academic Standards terms are used:

Below Basic	—	Two years below grade level.
Basic	—	One year below grade level.
Proficient	—	On grade level.
Advanced	—	Above grade level.
Unable to Assess		

Measure: *Number of school-age children in families that have reached enrolled status and for whom End of the School Year Progress Report indicate that the child is "proficient" or "advanced" in reading skills divided by the total number of children in families that have reached enrolled status for whom End of the School Year Progress Reports are submitted with assessment data, multiplied by 100.*

4.2 School-Age Children—Promotion: 90% of children in families that have reached enrolled status, attending kindergarten to third grade, will be promoted to the next grade level as reported by the End of the School Year Progress Report.

Measure: *Number of school-age children in families that have reached enrolled status for whom End of the School Year Progress Reports indicate that the child will be promoted to the next grade level, divided by the total number of children in families that have reached enrolled status for whom End of the School Year Progress Reports were submitted, multiplied by 100.*

PART FIVE: PROGRAM PERFORMANCE (PARENT-CHILD LITERACY ACTIVITIES)

5.1 Parent Reading to Child: 60% of parents in families that have reached enrolled status will read to or look at books more often with their children as reported by a parent-child literacy activities pretest and post-test.

Form A and Form B Infant and Toddler (Birth to under age 3) version:

How many days last week did your read to or look at books with your child? Children can look at books with you starting right they are born.

Form A and Form B Pre-School and School-Age (Age 3 and older) version:

How many days last week did you read to or look at books with your child?

- ❑ 0 days
- ❑ 1 day
- ❑ 2 days
- ❑ 3 days
- ❑ 4 days
- ❑ 5 days
- ❑ 6 days
- ❑ 7 days

Measure: *Number of parents in families that have reached enrolled status who report a gain between pretest and post-test on the Parent–Child Literacy Activities Checklist Revised Forms A & B divided by the number of parents in families that have reached enrolled status for whom Parent-Child Literacy Activities Checklist Revised Forms A & B were submitted, multiplied by 100. (The Parent-Child Literacy Activities Part A is administered when families enter a family literacy program and Part B when they leave or at the end of the program year.)*

5.2 Parent Talking to Teacher: 40% of parents in families that have reached enrolled status, will talk more often to their children's teachers (including teachers in family literacy early childhood programs, daycare programs, preschool, or elementary schools) as reported by a parent-child literacy activities pretest and post-test, during the program year.

Form A and Form B Infant and Toddler (Birth to under age 3) version:

During the past 30 days, how many days did you speak with your child's teacher? This may include a family literacy early childhood, Early Head Start or preschool teacher, home visitor, or daycare provider. Record a number between "0" and"30." Record "0" if you did not speak with your child's teacher during the past 30 days. Record "30" if you spoke with your child's teacher every day during the past 30 days.

Form A and Form B Preschool and School-Age (Age 3 years and older) version:

During the past 30 days, how many days did you speak with your child's teacher? This may include a family literacy early childhood program, home visitor, daycare, preschool, or elementary school. Record a number between "0" and "30." Record "0" if you did not speak with your child's teacher during the past 30 days. Record "30" if you spoke with your child's teacher every day during the past 30 days.

Number of days:_____

***Measure**: Number of parents in families that have reached enrolled status who report a gain between pretest and post-test on the Parent-Child Literacy Activities Checklist Revised Forms A & B divided by the number of parents in families that have reached enrolled status for whom Parent-Child Literacy Activities Checklist Revised Forms A &B were submitted multiplied by 100. (The Parent-Child Literacy Activities Checklist Part A is administered when families enter a family literacy program and Part B when they leave or at the end of the program year.)*

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